

Evaluation Tool for Basal Instructional Materials
Social Studies (Grades K-12) - *pending approval by the State Textbook Commission*

Provided by the Publisher	Basal ISBN		Publisher		Provided by the Publisher
	Title				
	Type -	Electronic or Print	Author -		
	Copyright -	Edition -		Readability -	
	Course -		Grade(s) -		
	Teacher Edition ISBN if applicable				

Targeted World Language: _____

Overall Recommendation (based on specifics from pages 2 and following)	Recommended? Yes _____ No _____
Overall Strengths, Weaknesses, Comments:	

District	
School	
Principal (or other Chair of SBDM)	
Evaluating SBDM Members/Committee Members	

SBDM Principal/Chair Signature

Date

CRITERIA This basal resource encompasses . . .

A. Kentucky Academic Standards & Grade Level Expectations	Strong Evidence Moderate Evidence Little or No Evidence NA
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☐ Text is designed to be used in an elective course outside the KY Academic Standards

Includes the 5 strands of social studies to the following extent:

Geography	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Little Evidence	<input type="checkbox"/> No evidence
Historical Perspective	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Little Evidence	<input type="checkbox"/> No evidence
Economics	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Little Evidence	<input type="checkbox"/> No evidence
Government and Civics	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Little Evidence	<input type="checkbox"/> No evidence
Cultures and Societies	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Little Evidence	<input type="checkbox"/> No evidence

Addresses the enduring understandings and skills and concepts for identified course:

Geography (K-12)

*Addresses content-specific **enduring understandings** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

*Addresses content-specific **skills and concepts** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Historical Perspective (K-12)

*Addresses content-specific **enduring understandings** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

*Addresses content-specific **skills and concepts** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Economics (K-12)

*Addresses content-specific **enduring understandings** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

*Addresses content-specific **skills and concepts** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Government and Civics (K-12)

*Addresses content-specific **enduring understandings** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

*Addresses content-specific **skills and concepts** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Cultures and Societies (K-12)

*Addresses content-specific **enduring understandings** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

*Addresses content-specific **skills and concepts** from the related Kentucky Academic Standards.*

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Makes Explicit Connections/Integration Among Strands

☐ Strong Evidence ☐ Moderate Evidence ☐ Little Evidence ☐ No evidence

Strengths, Weaknesses, Comments:

*Basal: one that serves as the primary means of instruction in a content area for a grade level or course

B. Equity and Accessibility

Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences.

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

I. Key Criteria for Suitability

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

A. Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

B. Multicultural representation.

II. Key Criteria for Content quality

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

A. Free from factual errors.

B. Content is presented conceptually when possible—more than a mere collection of facts.

C. Content included accurately represents the knowledge base of the discipline.

D. Content includes integration of academics.

III. Key Criteria for Connections to Technology

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

A. Integrates technology and reflects the impact of technological advances.

B. Uses technology in the collection and/or manipulation of authentic data.

C. Embeds web links as a resource.

IV. Key Criteria for Support for Diverse Learners

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

A. Provides support for English Language Learners (ELLs).

B. Provides support for differentiation of instruction for diverse learners.

C. Challenge for gifted and talented students.

D. Support for students with learning difficulties.

Note: may apply to either student or teacher editions

V. Strengths, Weaknesses, Comments:

C. Organization and Presentation Information is organized logically and presented clearly using multiple methods and mode for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.	Strong Evidence Moderate Evidence Little or No Evidence NA
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I. Key Criteria for Inquiry, Research and Application of Learning	Strong Evidence Little or No Evidence	Moderate Evidence NA
A. Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions and formulating authentic questions to deepen and extend reasoning. B. Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.). C. Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills. D. Provides opportunities for application of learned concepts. E. Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills. F. Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning. <i>Note: may apply to either teacher or student edition</i>		
II. Key Criteria for Technical Skill Development	Strong Evidence Little or No Evidence	Moderate Evidence NA

- A.** Provides opportunities for real world application of program specific content.
B. Provides opportunities for project based learning.
C. Provides opportunities for performance based activities.
D. Provides opportunities for critical thinking and reasoning.
E. Provides opportunities to justify/prove responses.
F. Provides opportunities for in-depth questioning.
G. Contains embedded activities (or extensions) that emphasize use of technology for problem solving.
Note: may apply to either teacher or student edition

		Strong Evidence	Moderate Evidence
III. Key Criteria for Connections to Literacy		Little or No Evidence	NA
<p>A. Employs a variety of reading levels and is grade/level appropriate.</p> <p>B. Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.</p> <p>C. Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.</p> <p>D. Student text provides opportunity to integrate reading and writing.</p> <p>E. Uses vocabulary that is age and content appropriate.</p> <p>F. Focuses on critical vocabulary vs. extensive lists.</p> <p>G. Identifies key vocabulary through definitions in both text and glossary.</p> <p>H. The text is engaging and facilitates learning.</p> <p>I. Embedded activities enhance the understanding of the text.</p> <p><i>Note: may apply to either student or teacher editions</i></p>			
IV. Key Criteria for Organizational Quality		Strong Evidence	Moderate Evidence
		Little or No Evidence	NA
<p>A. Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.</p> <p>B. Presents chapters/lessons in an organized and logical sequence.</p> <p>C. Provides clearly stated objectives for each lesson.</p> <p>D. Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.</p> <p>E. Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources.</p> <p>F. Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.</p> <p>G. Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively.</p> <p>H. Uses grade-appropriate type size.</p> <p>I. Included media are durable, easy to use and have technical merit.</p> <p>J. Construction appears to be durable and able to withstand normal use.</p>			
V. Strengths, Weaknesses, Comments:			

D. Instructional Design and Support Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.	<p style="text-align: center;">Strong Evidence</p> <p style="text-align: center;">Moderate Evidence</p> <p style="text-align: center;">Little or No Evidence</p> <p style="text-align: center;">NA</p>
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I. Key Criteria for Student Engagement	<p style="text-align: center;">Strong Evidence</p> <p style="text-align: center;">Little or No Evidence</p>	<p style="text-align: center;">Moderate Evidence</p> <p style="text-align: center;">NA</p>
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- A. Includes content geared to the needs, interests, and abilities of all students.
- B. Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- C. Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.
- D. Provides a variety of strategies, activities and materials to enhance student learning at the appropriate learning levels.

II. Essential Components (beyond student and teacher text)	<p style="text-align: center;">Strong Evidence</p> <p style="text-align: center;">Little or No Evidence</p>	<p style="text-align: center;">Moderate Evidence</p> <p style="text-align: center;">NA</p>
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- Items identified as essential components support the learning goals and concept coverage of the basal.

III. Strengths, Weaknesses, Comments:
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E. Assessment

Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

I. Key Criteria for Assessment to Inform Instruction

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

A. Includes multiple means of assessment as an integral part of instruction.

B. Provides evaluation measures in the teacher edition that supports differentiated learning activities.

C. Embedded assessments reflect a variety of knowledge levels.

Note: may apply to either teacher or student edition

II. Strengths, Weaknesses, Comments:

F. Available Ancillary/Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

I. Ancillary/Gratis Materials

A. Coordinate teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).

B. Are well organized and easy to use.

C. Provide substantive learning opportunities and are congruent with student learning goals.

D. Provide opportunities for high-level thinking, assessment, and/or problem solving.

E. Provide opportunities for intervention.

II. Strengths, Weaknesses, Comments: